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ABSTRACT

Representatives from education, business, industry, labor, and government met in a 3-phase Cooperative Education Workshop to establish common agreement on criteria and improvement of cooperative vocational education in community colleges of the state. With emphasis given to feasibility studies, training agreements, legal implications, and philosophical views, this manual was developed as an aid to administrators and teacher coordinators interested in implementing, evaluating, or developing cooperative programs. Major sections of the manual are: (1) What Is Cooperative Vocational Education, (2) Steps In Planning, (3) Responsibilities Of The Instructor-Coordinator, (4) Responsibilities Of The Employer, (5) Legal Responsibilities, (6) Initiation and Maintenance of Good Public Relations, and (7) Evaluation Of A Cooperative Vocational Education Program. Also included are several sample work forms used by the coordinator. (JS)

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Guidelines
for

COOPERATIVE VOCATIONAL EDUCATION

in Community Colleges

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FOREWORD

This guide to Cooperative Vocational Education in Community Colleges represents the efforts of dedicated groups of persons responsible for Cooperative Vocational Education programs in the state of Washington. Representatives from education, business, industry, labor and government met in a three-phase Cooperative Education Workshop totalling five days, sponsored jointly by the State Board for Community College Education and the Coordinating Council for Occupational Education. The purpose was to establish common agreement on criteria or extension and improvement of Cooperative Vocational Education in community colleges of the state.

Consideration was given to feasibility studies, training agreements, legal implications, and philosophical views of Cooperative Vocational Education programs. This manuscript was developed from conference materials by the authors and reviewed by a panel of community college vocational educators. It is hoped that this publication will be an aid to administrators and teacher-coordinators interested in implementing, evaluating, or developing cooperative programs in community colleges of the state.

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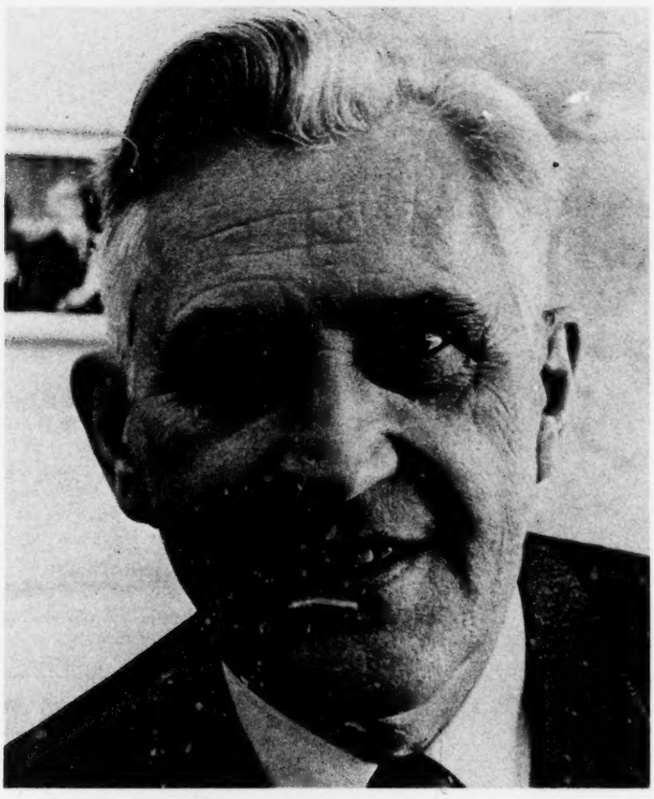

K. OTTO LOGAN
Project Director

K. Otto's contributions to vocational education are legion. Serving the State of Washington in a leadership role in distributive education since 1946, he initiated, developed, and is expanding the existing cooperative work programs in the secondary and post secondary schools. Professionally K. Otto has brought honor to his employer and to himself in holding high offices in the Distributive Education Clubs of America and the American Vocational Association. As author of professional articles and adviser [illegible] research projects in universities and public schools, Mr. Logan earned *Who's Who in America,* 1968, *DECA Outstanding Service Award,* 1959, *AVA Outstanding Service Award,* 1967, and *DECA Silver Anniversary Award,* 1971.

To K. Otto, who has always taken time to listen, who has consistently helped to hurdle organizational difficulties, and who can and does "rap" with all occupations, this *"Guidelines to Cooperative Vocational Education in Community Colleges"* is dedicated.

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SECTION I

WHAT IS COOPERATIVE VOCATIONAL EDUCATION?

Choosing a career and preparing for it are surely among the most complex tasks faced by youth (and by many adults) today. The choice becomes increasingly difficult as technological changes and shifts in the economy eliminate some jobs and create a wide variety of new ones.

People often lack understanding of the factors involved in their career choice although it is one of the most important decisions they will make in their lifetime. Opportunities in various fields of work, preparation required, and one's own talents and capabilities must be considered. Compounding the problem is the difficulty students may encounter in making the transition from the classroom environment to the vastly different world of work.

Simply stated, Cooperative Vocational Education is a transition stage between the classroom and on-the-job training. At the conclusion of the cooperative program, the student should have both the theory and the practical ability to continue the occupation of his choice at a level above that of graduates without exposure to the business world.

Cooperative vocational education is summarized in Part G. of the Vocational Education Amendments of 1968 as: *"Definition of Cooperative Vocational Education."*

1. Cooperative education is an arrangement for bringing relevancy to formal instruction through alternating employment in the community with classroom instruction. The term encompasses plans employing a wide variety of practices, policies, and procedures.
2. The legal definition of cooperative vocational education contains the minimal requirements for reimbursement for this type of education which equals or exceeds the Federal requirements.
3. The legal definition contains three criteria for cooperative vocational education: (a) students must receive instruction, including required courses and related vocational instruction by alternation of study in college with a job in any occupational field, (b) these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability, and (c) work periods and school attendance may be on alternate half-days, full days, weeks or other periods of time.
4. Cooperative vocational education may be funded under two parts of the Amendments of 1968: Part B—State Vocational Educational Program, and Part G—Cooperative Vocational Education Programs. (See Appendix A.)
5. In selecting program objectives, local planners should be fully aware of the vocational attitudes of prospective students and the range of student attitudes toward school.
6. Vocational planners are strongly encouraged to heed the needs of special groups of students such as those with educational, cultural, or other handicaps.

The community colleges of Washington have accepted as a major responsibility the provision of assistance to students in solving the many problems related to choosing and preparing for a career. *True work experience education results only when it encompasses a systematic plan whereby students, while still in college, gain realistic employment experience through part-time work performed under all of the following conditions:*

1. The college adopts a specific plan of operation based on a written agreement that shows the respective roles of the college, the student, and the employer.
2. The college assigns qualified personnel to direct the program and to coordinate student jobs with college learnings.
3. The college makes certain that work done by students is of a useful, worthwhile nature, and that federal, state, and local laws and regulations are followed.
4. The college, with the help of the employer, evaluates work done by students, awards credit for work successfully accomplished, and enters pertinent facts concerning the student's work on his permanent record.

BENEFITS OF COOPERATIVE VOCATIONAL EDUCATION

Cooperative vocational education programs provide substantial benefits to the student, the college, the employer, and the community.

Benefits to the Student

1. Learning to assume responsibility.
2. Acquiring good work habits.
3. Gaining knowledge and attitudes necessary for successful job performance.
4. Learning how to get along with fellow workers and employers.
5. Developing personality and poise.
6. Augmenting financial resources.
7. Developing an appreciation of the value of wages.
8. Developing an understanding of the relationship between formal education and job success.
9. Broadening understanding of the occupational world.

10. Providing job relevance for students who must work.
11. Improving job placement and advancement.

Benefits to the College

1. Helps develop good college-community relations.
2. Provides an opportunity for the college to relate training to job requirements.
3. Utilizes community facilities and resources not otherwise available to the college.
4. Provides assistance in occupational guidance.
5. Enables the college to keep abreast of developments in the business and industrial world.
6. Acquaints employers with the work that people trained in the college can perform.
7. Shows the community how the tax dollar is being used.

Benefits to the Employer

1. Provides trainees who have specific career objectives and may become permanent employees.
2. Provides employees who are receiving additional training at college.
3. Trains prospective employees for small businesses or industries that cannot afford extensive training programs.
4. Reduces turnover because employees become adjusted to the job before they accept full-time employment.
5. Provides motivated employees.
6. Provides the employer input to the content of training programs offered by the college.

Benefits to the Community

1. Provides more well-trained workers who are more readily assimilated into jobs.
2. Increases cooperation between the community and the college.
3. Increases the possibility that students will remain in the community after graduation.
4. Provides assistance in solving business and social problems.

KINDS OF COOPERATIVE VOCATIONAL EDUCATION IN COMMUNITY COLLEGES

In cooperative vocational education, students are employed within the specific occupations for which their college courses are preparing them. Employment thus serves as a practical laboratory for reinforcing classroom occupational education. Students receive both pay and school credit for their work. Care must be exercised to insure preplanned, well-rounded learning that is not exploited for the employment objective of the moment.

Vocational work experience may be classified according to the occupations within which employment is found, as follows:

Agricultural occupations. The part-time employment is often self-employment. It may take place on the home farm, another farm in the community, or in dairies, food processing plants, or farm implement houses.

Distributive occupations. Part-time employment includes sales, advertising, insurance, real estate, traffic and transportation, merchandising, and others.

Home and Family Life. Cooperative programs may be set up in child care, nutrition, homemaker-home health aid training, interior decoration, and the hospitality industry.

Health occupations. It is appropriate to provide a part-time cooperative arrangement through which students of the health occupations receive their clinical training. The payment of a student wage is expected in such an arrangement.

Business and Office occupations. Students preparing for jobs in office occupations work part-time in business establishments or college offices and enroll in courses that prepare them for secretarial and stenographic, accounting and bookkeeping, clerical, and other types of positions.

Trade and Industrial occupations. Part-time employment in the trade and industrial occupations is expected to relate closely to the offerings in the day classes and should be coordinated by the instructor. Technical occupations require the supporting knowledge of underlying science and mathematical concepts for success.

SECTION II

IMPLEMENTING COOPERATIVE VOCATIONAL EDUCATION PROGRAMS

The Vocational Amendments of 1968 consolidated the numerous federal acts authorizing funds for various cooperative programs and broadened the purposes for which such funds could be expended. The Act also identified specific programs for development.

For a community college program to be classified as *Cooperative Vocational Education,* it must satisfy the *following criteria:*

CRITERIA FOR VOCATIONAL EDUCATION FUNDING APPROVAL:

1. There is an active representative advisory committee for each cooperative vocational program.

2. There is a written agreement between the community college and involved employers.
3. Students are legally employed during cooperative job experience.
4. Students are placed in the program on the basis of a tentative career objective which provides for the structuring of relevant vocational instruction.
5. There is a competent instructor-coordinator who is responsible for planning the program and coordinating the instruction and cooperative work phase, and who meets employment criteria established by the college.
6. There is provision for coordination with the student on the job and for the instructor-coordinator to meet with the student in a related class at a regular scheduled time. Such coordination time is determined by program needs relative to program objectives.

RECOMMENDATIONS OF THE COOPERATIVE WORKSHOP ARE THAT:

1. Provision is made for planning, developing work stations and training agreements and performing other tasks necessary to assure program success.
2. New programs are based on sound feasibility studies which clearly identify the need for such programs.
3. Length of student employment in cooperative vocational programs is based on the required level of competency in the occupation rather than some arbitrary time standard.
4. Procedures are established for keeping student records concerning evaluation, employment and follow-up.
5. Provision is made for appropriate testing and counseling services for determining whether or not students are ready for or will be likely to profit from cooperative job experiences.
6. Personal development activities, such as vocational student organizations, are planned as an integral part of the program.

NEW PROGRAMS

In initiating cooperative vocational education programs, adequate time must be provided to gather essential data; enlist the support of employers, other faculty and community groups; identify and counsel prospective students, and employ personnel to operate the program.

These are some of the important functions that need to be performed:

1. The philosophy of the college should be examined to determine compatibility and relevancy of program operations.
2. Attitudes of student administrative personnel and faculty toward cooperative programs should be assessed.
3. An analysis should be made of the institutional occupational training available and of the degree to which it meets the needs of students.
4. Needs of the business community and the degree of support to be expected from it should be documented.
5. Information on the availability of training facilities within the business, industrial, agricultural, and health establishments should be assembled.
6. Activities of youth employment services should be known.
7. The financial arrangements involved in operation of the cooperative program should be realistic.
8. For determination of program objectives, the characteristics of the students to be served, the characteristics of the occupational fields, the availability of related instruction and the characteristics of the college and the community should be studied.

Collecting the Data to Prove Need

A plan for cooperative vocational education should contain facts and figures to show the need. The following kinds of information are useful:

a. Number of prospective trainees and the nature of their needs and interests.
b. Number of potential employers and the number and nature of available training positions.
c. Number and nature of part-time employment opportunities, short and long-range, for which training is required.
d. Current job openings, turnover, employment expansion rates, unemployment rates and labor force distribution by occupational categories.
e. Existing vocational education program and unfilled training needs.
f. Trends and projections for future including new and emerging occupations.

Use Valid Sources of Information

Cooperative program planners should maintain close relationship with agencies involved in manpower training including the local state employment office and the Comprehensive Area Manpower Planning Systems (CAMPS). They should be aware of occupational trends nationally as well as for the state and local area for which they are planning programs.

Listed below are several sources of information on worker supply and demand.

The Occupational Outlook Handbook published biennially by the Bureau of Labor

Statistics, U.S. Department of Labor, includes current information about the employment picture including earnings, training requirements, and related information for over 700 occupations. It assesses the impacts of economic, social, and educational trends on the employment outlook in industries and occupations.

The Occupational Outlook Quarterly updates occupational information between editions of the Handbook. It is published by the Bureau of Labor Statistics and interprets the guidance implications of research in the economic, educational, demographic, and technological fields.

The Occupational Outlook Reprint Series covers single occupations, industries, or groups of related occupations. The reprints, taken from the Handbook, provide instructors and students handy information on career topics.

Looking Ahead to a Career is a set of 36 color slides that show the changing occupational and industrial mix and what it forecasts. Write to the Bureau of Labor Statistics, U.S. Department of Labor, Washington, D.C., 20210 for information.

The Dictionary of Occupational Titles can be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402. This publication, in its third edition, is based on experience gained over more than 25 years in gathering information about occupations.

Business Week, Time, Newsweek, and *U.S. News and World Report* frequently carry pertinent information as do professional periodicals such as *The Office* and *Data Systems News.*

Standard Terminology for Curriculum and Instruction in Local and State Systems, Handbook VI, National Center for Vocational Education Statistics, is a valuable resource.

The annual *Manpower Report from the State of Washington, Employment Security Division* presents current data.

Other valuable resources include the *Manpower Report of the President,* published annually by the *Bureau of Labor Statistics* and the *Census of Business,* published every five years.

STUDENT NEEDS

A valuable indication of student needs for cooperative vocational programs is the extent to which students are already employed in the community—the number of students employed at part-time jobs, the nature of these jobs, and as many additional facts as possible concerning their employment.

Catalog This Information About Student Need

1. How many students currently work at part-time jobs?
2. Student unemployment rate.
3. What are the current occupational goals of the students?
4. What are the students' plans for their education upon leaving community college?
5. What plans do students have which might necessitate their leaving community college before graduation?
6. Do students now working have problems on the job that they need assistance in solving?
7. Do students now working feel that they could profit from cooperative vocational education?

Helpful devices which may be used to obtain information are personal interviews and questionnaires. See Appendix B sample forms I and II.

COMMUNITY NEEDS

A survey of community needs may be conducted by formal questionnaire, by informal interviews or by a combination of both. If both methods are used, the interview should be a follow-up to the questionnaire. It is desirable to test the proposed form with a sample group prior to the comprehensive mailing.

Obtaining the information from civic groups is desirable. Through their cooperation, large numbers of individuals may be acquainted with the nature and purpose of the survey, and their support may be enlisted to implement it.

Employer interest and support must be measured to insure the success of the program. Employers must perceive the program to be a source of trained manpower for full-time jobs and an opportunity for meaningful involvement rather than a way of getting inexpensive part-time help.

Ask the Community

1. Are employers interested in having the community college establish a cooperative vocational education program?
2. How many are willing to provide suitable training; for how many trainees?
3. How many kinds of occupations does the community support?
4. Is there a labor shortage in the community? What areas?
5. What are the potential short and long range needs for trained full-time workers, for student trainees?
6. What are the training needs for particular occupations or competency areas; what is

the need for trainees with specific skills; what skills?

7. Are the existing employment needs such that a cooperative vocational education program could alleviate them?

Inform College Personnel

Proposed cooperative programs should be discussed with all related administrative and instructional personnel. A thorough explanation of the proposed program should be given to avoid misunderstandings.

FINANCIAL COSTS

Cooperative programs involve costs beyond the normal cost of a regular classroom activity. A brief summary of the nature of funding under Parts B and G of the Vocational Education Amendments of 1968 is presented in Appendix A. Refer to the State Plan for Vocational Education for specific policies and procedures.

Check These Costs

1. Salaries for supervision and coordination.
2. Travel expenses for the instructor-coordinator to visit the trainee station and the employer on the job, etc.
3. Clerical services.
4. Supplies.
5. Insurance costs if instructor-coordinator uses his own car.

Where Does Priority Fund Apply?

As a background for understanding State Plan regulation, cooperative vocational planners should have some knowledge of priorities as they pertain to vocational education in general and specifically to cooperative vocational education. The new legislation does much to encourage local agencies to improve their efforts in meeting local, state and national manpower training needs in addition to meeting the individual vocational needs of their citizens. This is done through state three-fold plans. Whereas formerly a State Plan described the contemporary program only and required no local plan, the new document is composed of three parts: (1) *The Administrative Provisions,* (2) *The Long Range Program,* and (3) *The Annual Plan.* Each college applying for funds is required to have a local plan.

REFER TO: Standard Policy and Procedure Manual. State of Washington, State Board for Community College Education.

A Word of Caution

Decisions to implement new programs of cooperative vocational education should not be made without consideration of how a new program complements the vocational education already being provided. In addition to assessing training needs, planners must examine the total college program to assure that unnecessary duplication is avoided.

SECTION III

STEPS IN PLANNING

Extensive planning is necessary if the operation of cooperative vocational education programs is to be successful. Before actual operation can begin, decisions must be made regarding personnel, related instruction, scheduling and programming, school credit, and office facilities. In addition, a plan of operation must be drawn up and approved by the State Board for Community College Education.

DETERMINING PERSONNEL NEEDS

Provisions must be made for personnel to operate cooperative vocational education programs. Of major concern is the person who will provide general supervision and coordination of the program, usually designated the "instructor-coordinator." He is the key person in the operation of the program. Qualifications for the instructor-coordinator should be established and general determinations made concerning his work load.

DETERMINING QUALIFICATIONS OF INSTRUCTOR-COORDINATOR

The instructor-coordinator must have the education, experience, and credentials needed to conduct related classes. He must have an adequate understanding of the areas of employment in which the students he is supervising are employed. He must have the personality traits required to meet successfully large numbers of people including employers in many types of establishments, students of varying skills and personalities, and his fellow workers. He must be a person of good judgment, since many aspects of cooperative vocational education cannot readily be reduced to a few clear-cut rules.

The instructor-coordinator should also be competent in (a) selection and guidance of students; (b) enlisting and coordinating the participation of employers; (c) handling personal and educational problems of students; (d) directing vocational organization activities; (e) administering the program; (f) maintaining good public relations; and (g) knowing Federal and State laws relating to vocational education.

Teachers of related subjects who do not coordinate on-the-job training must be competent in the occupational field and in providing instruction related to it.

An instructor-coordinator who does not teach related instruction must be capable of assisting those who do in planning relevant instruction.

JOB DESCRIPTION OF AN INSTRUCTOR-COORDINATOR

An instructor-coordinator is usually given total responsibility for directing the on-the-job training and related instruction for a group of students preparing for occupations in a single career field. The size of the group is contingent upon the geographical area to be served and the learning rate of the students. The duties and tasks performed by the instructor-coordinator may be categorized as follows:

1. **Guidance and Selection of Students.**
   - Describing the program to students.
   - Working with guidance personnel.
   - Providing occupational information.
   - Counseling students about entering the program.
   - Gathering information on students.
   - Assisting students in formulating realistic career objectives.
2. **Placing Students in Training Jobs**
   - Enlisting participation by cooperating employers. See Appendix C, sample I and II.
   - Selecting suitable training stations for each student.
   - Orienting employers, training supervisors and co-workers.
   - Preparing students for job interviews.
   - Placing students on the job.
3. **Assisting Students in Adjusting to Their Work Environment**
   - Helping students on their jobs.
   - Dealing with job problems.
   - Planning personal development with training supervisors and students.
   - Evaluating job progress. See Appendix D, samples I and II.
4. **Improving Training Done on the Job**
   - Establishing student job responsibilities.
   - Developing training profiles. See Appendix E, samples I and II.
   - Consulting and assisting training supervisors.
5. **Correlating Classroom Instruction with On-the-job Training**
   - Determining needed instruction.
   - Assembling instructional materials.
   - Preparing for instruction.
   - Teaching classes.
   - Directing individual projects and study.
   - Obtaining assistance from other teachers.
   - Advising the employer and the immediate students supervised on the job on correlating classroom instruction with duties to be performed.
   - Evaluating learning outcomes.
6. **Assisting Students in Making Personal Adjustments**
   - Aiding students in correcting poor personal habits.
   - Counseling students with personal and socio-economic problems.
   - Assisting students with educational problems.
   - Resolving behavioral problems.
7. **Directing Vocational Youth Organization if Applicable.**
   - Advising youth group.
   - Guiding students in organization of activities.
   - Participating in group activities.
8. **Providing Services to Graduates and Adults**
   - Providing guidance and placement services for graduates.
   - Participating in the planning and operation of adult education programs.
9. **Administration Activities**
   - Planning program objectives.
   - Research and planning—surveys.
   - Organizing and working with advisory committee.
   - Planning curriculums.
   - Communicating school policy.
   - Preparing reports.
   - Budgeting.
   - Participating in professional meetings.
10. **Maintaining Good Public Relations**
    - Working with the public information office in planning and preparing publicity and contacting news media.
    - Maintaining communication with unions, community, employers, faculty, college administrators and student body.

OCCUPATIONAL EXPERIENCE

The instructor-coordinator should have from one to three years experience in an occupational field. Consideration should be given to the quality, variety, and recency of the experience. Experience requirements will vary with different occupations.

Quality of Experience

Occupational experience should be evaluated in terms of its relationship to the occupations to be taught. A series of part-time jobs in entry-level positions might satisfy the hour requirements but not provide the competence to train students. On the other hand, experience of shorter duration, which provides opportunities to examine occupations in terms of training needs and job problems may be more valuable than many years of occupational experience obtained prior to entering vocational teaching.

Variety of Experiences

Students should receive training which applies to a broad field as well as their immediate training jobs. Thus it is important that the teacher's occupational experience include enough variety to familiarize him with the vocational capabilities needed for a variety of positions within the field and for clusters of competencies common among different occupations. Variety may have been achieved through employment in different types of positions or in one position having a variety of job duties.

Recency of Experience

The rapid changes in occupations and in business and industrial practice make it necessary to evaluate occupational experience in terms of recency. There is a growing trend to request that vocational teachers obtain additional occupational experience periodically to keep abreast of change to insure that their instruction is relevant.

EDUCATIONAL REQUIREMENTS

Technical course work in the occupational areas of interest is an essential requirement. For example, marketing, advertising, salesmanship, and display are necessary technical courses for distributive education teachers. In addition, such courses as economics, industrial relations, occupational sociology and vocational psychology are valuable in preparing cooperative vocational education personnel for all fields.

Professional Course Work

General professional course requirements should be similar to those for teachers in general. Instructor-coordinators are usually required to have completed courses in educational psychology, teaching methods, tests and measurements, etc.

Vocational Education Course Work

To prepare for organizing and administering the program and directing its various activities, instructor-coordinators should have completed vocational education course work in the following areas:

1. Organization and Administration of Cooperative Vocational Education.
2. Coordination Techniques.
3. Philosophy of Vocational Education.
4. Teaching Methods in Cooperative Vocational Education (specific to the occupational field to be taught).
5. Occupational Analysis and Course Construction.
6. Vocational Guidance.
7. Student Teaching.
8. Adult, Post-Secondary, other Specialized Course Methods (as appropriate for a position).

PERSONAL CHARACTERISTICS

In addition to physical stamina and emotional stability, the instructor-coordinator should have the following traits and habits because of the relationship he must develop with employers, students and others.

1. Neat appearance.
2. Warm, outgoing personality.
3. Strong commitment to helping people.
4. Systematic habits in organizing work.
5. Self-confidence and positive attitude in dealing with problems.
6. Good judgment.
7. Empathy.
8. Self-motivation.

WORK LOAD FOR INSTRUCTOR-COORDINATOR

In determining the instructor-coordinator's work load, it is essential that adequate time be assigned to coordination activities. During initial implementation of a program, adequate time should be provided for curriculum planning, establishing training stations and program development. Coordinating activities will require relatively less time as the program continues. The extent of the geographic area involved in dispersal of training centers should also be a determinant in assigning coordination time.

The individual responsible for coordinating the job placement should be involved in classroom instruction. At the very least, the coordinator should be responsible for the seminars that are conducted in conjunction with job experience.

PLANNING RELATED INSTRUCTION

Cooperative vocational education implies that job experiences should be supplemented by and correlated with formal classroom instruction on a regularly scheduled basis, or by equivalent instruction scheduled at intervals throughout the quarter, or by other types of related activities. Related instruction usually takes place during the quarter or quarters in which students are working on a job. In planning related instruction, decisions must be made concerning course content and instructional materials, types of projects to be assigned students, instructor-coordinator's schedules, and classroom facilities.

What Types Should Be Provided?

Related instruction is of two general types: (1) Work orientation classes, in which students learn about the meaning of work and discuss general problems related to their employment; or (2) classes that provide students with specific skills related to their jobs.

What Should Be the Content of Related Instruction?

The major objectives of related instruction are the development of skills, knowledge, and understanding appropriate to the occupation.

A great variety of topics may be covered including employer-employee relations; techniques of applying for a job; development of good work habits; personal appearance and grooming; getting along with fellow workers; development of responsibility; occupational information; the value and use of money; the value of education; personal business; laws and regulations affecting the worker; social security; income tax; banking; insurance; housing and

community service. Students should have every opportunity to make oral and written reports of their experiences on the job.

A careful review should be made of student and employer needs before the content of related training courses is finally determined.

Scheduling of Related Training and Working Hours

The scheduling of classes and student working hours depends upon the type of program, the needs of the students, the college schedule, and the demands of the employer. Special arrangements may have to be made from time to time to accommodate student or employer schedule problems.

DETERMINING COLLEGE CREDIT

When a cooperative vocational education program becomes part of the curriculum, determinations must be made concerning the awarding of college credit. These include: (1) the amount of credit that students may earn per quarter for job experience; (2) the total credits that may be counted for graduation; and (3) the verified hours of employment that must be completed for each quarter hour of credit.

PROVIDING APPROPRIATE FACILITIES AND EQUIPMENT

Decisions concerning facilities and equipment should take into account the following conditions under which cooperative vocational education operates: (1) the purpose of the program is to help students bridge the gap between college and work life, hence an occupational atmosphere is essential, (2) communication with employers and the community should be made as easy as possible, and (3) each stuent really has a curriculum of his own and needs individual counseling and individual instructional materials.

DETERMINING THE LOCATION OF THE CLASSROOM AND INSTRUCTOR-COORDINATOR'S OFFICE

Easy access to the instructor-coordinator's office and classroom for students, employers and resource persons is important. Location near an entrance reduces inconvenience and minimizes the disturbance caused by the considerable traffic generated by this type of activity. The instructor-coordinator's office should adjoin the classroom but also have a corridor entrance so it can be entered without crossing the classroom.

Equipping the Instructor-Coordinator's Office

There are many duties associated with the instructor-coordinator's job that are not common to most teaching positions; therefore, it is necessary for the instructor-coordinator to have adequate facilities for conferences with employers and confidential discussions with students and staff members in addition to the usual records, materials and equipment.

The following provisions should be considered for the instructor-coordinator's offices:

1. Adequate space to insure comfortable seating and good communiaction for three or four people—more if possible.
2. Provisions for maintaining privacy.
3. A telephone with connections for outside calls.
4. Ample filing equipment.
5. Appropriate desk space and a typewriter.
6. Some storage space for audio-visual equipment and book shelves as needed.

Furnishing the Classroom

The cooperative vocational education classroom usually serves a number of other purposes in addition to instruction. It may be used as a laboratory, study center, counseling materials resource center, meeting place for youth groups and advisory groups, or an adult evening college classroom.

Psychological Values of a Good Learning Environment

Good facilities have a pronounced psychological effect on students. Most of them take pride in an attractive room and identify with it. Students learn better in a meaningful environment; they may also learn better on their jobs because of the similarity in atmosphere and activities.

Common Classroom Equipment

Cooperative vocational education classrooms usually reflect the atmosphere of the occupational fields they represent; most of them have a sink and a mirror—the sink to save time in clean-up and the mirror to emphasize personal appearance. They also have tables and chairs which are easily movable rather than chairs with arms for writing. Facilities for storing each student's study materials must be provided.

All classrooms should provide for a simulated job environment that is suitable for practice and for role-playing assignments.

ESTABLISHING AN ADVISORY COMMITTEE

Because cooperative vocational education is shared by the college and the community, an advisory committee composed of employers, employees, educators and community representatives is especially useful. During the initial stages of the program, the advisory committee can help establish good will and understanding among participants and develop acceptance and support by employers. It can also give valuable service by reviewing program plans and following them up as the program develops.

Composition of an Advisory Committee

An advisory committee generally includes representatives of appropriate employer and employee groups, labor unions, governmental agencies concerned with cooperative vocational

education, and other community organizations. Some colleges include students enrolled in the program. It is important that the members of an advisory committee understand the community education program.

Members are usually selected by the instructor-coordinator and the Dean of Occupational Education with formal approval by the president of the college. Advisory committees usually range from six to ten members. The customary term of service is three years, with one-third of the members terminating their service each year.

Because a good advisory committee is composed of capable people who have many interests and responsibilities, its meetings should be infrequent, should follow a well-planned agenda, should open and close promptly, and should be limited to about two hours of work. Dinner meetings are often preferred. Meetings generally are held at the college. During the planning period, the committee may meet once a month. Once a program is in operation, two to four meetings a year may be sufficient.

Specific Contributions An Advisory Committee Can Make

The advisory committee should provide a major channel of communication between the school and the cooperating employers.

A clear statement of functions and limitations of an advisory committee on cooperative vocational education should be set forth in the plan of operation for the program. It should be clearly understood that the committee is *only advisory* in character; that it has no administrative or policy-forming power.

Specifically, an advisory committee can assist in the following ways:

1. Assisting in organizing cooperative vocational education programs.
2. Communicating the values of cooperative vocational education to the community.
3. Preparing training sponsors to be effective in job instruction.
4. Identifying suitable training stations.
5. Evaluating the effectiveness of cooperative vocational education programs.
6. Serving as a liaison group between the college and the business community.
7. Providing resources speakers, trade materials, and occupational information.
8. Helping insure maximum involvement and cooperation with labor and management groups.
9. Assisting in determining criteria and standards for measuring student job performance.
10. Providing public relations activity.
11. Assisting in solving problems.
12. Projecting manpower needs.

Chairman Elected by Committee

The chairman of the advisory committee should be a layman elected by the committee from its membership.

The chairman presides at meetings, works closely with the college, appoints subcommittees and usually represents the advisory committee in other groups. The college should assure that the chairman is treated as the working leader of the group rather than a figurehead.

How Can the Success of an Advisory Committee Be Assured?

The value of the advisory committee depends largely upon the ability of the college representative to work with it effectively. The following suggestions can help assure a harmonious relationship.

1. New members of the committee should be informed about the total operation of the cooperative vocational education program.
2. Committee members should be given specific duties and problems so that they feel their efforts are worthwhile, but care should be taken not to overburden them.
3. Members should be allowed adequate time to complete their committee assignments.
4. Members should be kept abreast of current developments within the program, particularly within the field of their specific interests.

DEVELOPING THE PLAN OF OPERATION

After the cooperative vocational education program has been planned in detail, a written plan of operation must be prepared.

The exact nature of the plan is the responsibility of the instructor-coordinator and the Dean of Occupational Education, but it should be sufficiently detailed to be understood by all concerned with the program.

The operations plan for a cooperative vocational education program should include:

1. The name and title of the person submitting the plan.
2. The college year in which the plan will become operative, if approved.
3. A statement of the philosophy and objectives of the program.
4. A statement indicating how much credit toward graduation can be earned by students.
5. A statement explaining the qualifications of students to be selected.
6. The plan for the supervision of students, including the work load of the instructor-coordinator.

7. A statement of the records to be maintained by the instructor-coordinator.
8. A statement of the criteria to be utilized in the selection of training stations.

When and To Whom Shall Plans Be Submitted for Approval?

Refer to the *Standard Policies and Procedures Manual (Chapter 2)* for information on when and to whom to submit the plan for approval.

SECTION IV

RESPONSIBILITIES OF THE INSTRUCTOR-COORDINATOR

SELECTION OF TRAINING STATIONS

One of the major tasks of an instructor-coordinator is finding training stations where students may obtain job experience.

Some students may request that they be allowed to keep their jobs and enroll for cooperative vocational education credit. Where such a request is made, it is the instructor-coordinator's responsibility to visit the student's work place and employer to determine whether or not the job is suitable for cooperative vocational education. Work experiences should be preplanned and coordinated with formal instruction. For students who have *not* already found jobs, it is the instructor- coordinator's responsibility to help find suitable training stations.

Information concerning possible training stations may be obtained during community surveys and through direct contact with employers. In choosing the appropriate training station for a particular student, the instructor-coordinator may find it necessary to visit several employers before he is able to make a suitable selection.

Standards To Be Used in Selecting a Training Station

1. The employer is in sympathy with the objective of providing work experience for the student.
2. The employer understands the intent and purpose of the cooperative vocational education program.
3. There is a reasonable probability of continuous employment for the student during the period of his enrollment.
4. The employer has adequate equipment, material, and facilities to provide an appropriate learning opportunity.
5. Desirable working conditions prevail which will not endanger the health, safety, welfare, or morals of the students.
6. The employer will provide adequate supervision to insure a planned program of activities.
7. The employer will maintain accurate records of the student's attendance.
8. Wages will be comparable to those paid for similar occupations in the community.
9. The training station is conveniently located with respect to the student and the instructor-coordinator.
10. The employer enjoys a good reputation.
11. The employer selects his employees carefully.
12. The job provides sufficient hours of profitable training.
13. The job provides training in all phases of the occupation rather than in routine activities only.
14. The job provides training in an occupation in which a person would have a reasonable chance of finding full-time employment upon graduation.
15. The pre-planned tasks to be performed on the job are within the range of the student's ability but difficult enough to provide a challenge.
16. Union regulations and practices do not adversely affect cooperative vocational education students.
17. The employer's relationship with labor, other employers, and customers is good and his business practices are ethical.
18. The employer maintains adequate work standards and efficiency of operation.
19. Hiring, promotion and dismissal practices are consistent with program goals.

MANAGEMENT OBJECTIVES AND ATTITUDES

It is essential that employers of cooperative vocational education students be strongly committed to the training objectives. Their attitude toward training is reflected in the way they train their regular employees. A firm which has a training program and seeks to promote the maximum growth of each employee is potentially a suitable training station. In evaluating the attitudes of employers toward training some possible criteria are:

1. Employment of training personnel.
2. Type and amount of training given to regular employees.
3. Quality of facilities for training.
4. Willingness of employer to participate in planning a student training program and sign a written training agreement.
5. Expertise of employees in performing their occupations.

TRAINING CONTENT CRITERIA

If the content of on-the-job training is not challenging and capable of improving the occupational competencies of a student, then the training station is not suitable for the program. Some factors to consider in evaluating training content are:

1. Amount of training required to perform the occupation.
2. Opportunities for increasing responsibilities and promotion.
3. Applicability of the training content to future employment.
4. Ability of the firm or organization to provide adequate instruction.
5. Ability of the college to provide the necessary related instruction.
6. Attitude of on-the-job instructors (training sponsors) toward the training content.

PERSONNEL FOR TRAINING

The effectiveness of an on-the-job learning experience depends to a great extent on the personnel who do the training. The instructor-coordinator will need to consider the following factors in evaluating the personnel who will conduct the training:

1. Technical competence in the occupation to be taught.
2. Attitude toward training and students.
3. Ethics and habits which students can emulate.
4. Ability and willingness to allot sufficient time and effort to training.
5. Willingness to work with the instructor-coordinator in planning on-the-job learning experiences and related classroom instruction, and in evaluating student progress.
6. Ability to adapt job instruction to the learning style and capabilities of the student.
7. Competence in human relations and sensitiveness to student needs for recognition, guidance and direction.

WORKING CONDITIONS CRITERIA

The working conditions should be carefully evaluated in determining the suitability of training stations since the college is responsible for the health, safety and job satisfaction of students. Placement of students in training stations where the environment is unpleasant, or not in keeping wtih generally accepted standards for the occupation, breeds dissatisfaction. Some working conditions to consider in selecting suitable training stations are:

1. Convenience of location.
2. Healthful and safe working conditions.
3. Suitable work hours.
4. Adequate equipment and facilities to practice the occupation for which training is planned.
5. Compliance with local, state and Federal labor regulations regarding wages, hours, working conditions, insurance and hazardous occupations.

THE TRAINING AGREEMENT

When an agreement is reached between the employer and the instructor-coordinator on the establishment of a training station, a written agreement is advisable.

Preliminary Interpretation

Before the training agreement is signed, the instructor-coordinator should discuss the program with the employer and make certain that he understands the objectives of the program and its advantages to himself, the student, the college and community. The instructor-coordinator should make certain that the employer understands his obligations to provide training through proper techniques. The employer should be aware that the students are potential full-time employees.

What Should Be Included in a Training Agreement?

Included in any training agreement should be the purposes of the cooperative vocational education program and the responsibilities of the employer, the college and the student. Sample training agreements may be found in **Appendix F—Sample I and II.**

The following points should be covered in a training agreement:

1. The duties of the student.
2. The number of hours the student is to spend on the job.
3. The responsibilities of the student in such matters as:
   a. Notifying the employer in case of unavoidable absence.
   b. Observing safety rules.
   c. Observing business etiquette.
   d. Cooperating with his supervisor.
   e. Attending classes regularly.
4. The responsibilities of the employer for:
   a. Training and supervising the student.
   b. Providing the student with a variety of learning experiences.
   c. Recording the student's attendance and keeping the instructor-coordinator informed as to his conduct on the job and his progress in learning the job.
   d. Obeying wage and hour laws and safety regulations.
5. The responsibilities of the college for:
   a. Providing overall supervision and coordination of the program.
   b. Providing related instruction.
   c. Selecting capable students who will profit from the program.

WORKING WITH THE STUDENT AND EMPLOYER

The instructor-coordinator should prepare the student properly for the job before he reports for duty and should visit him on the job. The instructor-coordinator should work with the employer not only when the student begins his job but often throughout the quarter.

How Does the Instructor-Coordinator Help the Student in On-Campus Activities and the Seminar?

Students will encounter problems for which they need counsel. The instructor-coordinator should allow time for discussing these problems. Such conferences not only give the student a chance to ask for advice but gives the instructor-coordinator a chance to point out ways in which the student can improve his job performance. Consultation with the student at school should take place *at least* twice each quarter. The frequency of such conferences and of visits to the student on the job depends upon the work load of the instructor-coordinator and the needs of individual students.

In the mid-management program enrollment in a seminar is required. This is an unstructured and informal session but is regularly scheduled once or twice a week. The seminar provides an opportunity for students to discuss problems and issues not generally covered in the regular classroom. Several seminar groups may decide to meet as one group. This may lead to organization of a vocational education student organization to promote projects and activities related to their vocational objective.

For What Purposes Does the Instructor-Coordinator Visit the Employer?

At the beginning of the student's employment, the instructor-coordinator should visit the employer to obtain a clear understanding of the job duties and responsibilities expected of the trainee. Knowing this, the instructor-coordinator can better relate what is expected to the students needs and capabilities.

Throughout the time that the student works at a training station, the instructor-coordinator should continue to work with the employer. He should become familiar with the management policies of the organization and should make the employer aware of the close relationship between the student's job and his school program. One of the most important purposes for which the instructor-coordinator contacts the employer is to obtain his evaluation of the student's work.

Instructor-coordinators may find it desirable to prepare and distribute to employers a handbook on the purposes and operation of the program which includes suggestions on the supervision of work experience students.

How Often Should the Instructor-Coordinator Contact the Employer?

It is generally recommended that the instructor-coordinator consult with the student's immediate supervisor *at least* twice per quarter.

The frequency of visits will depend on employer's attitudes toward visits, the success of the student on the job, the geographical location of the work place, the quality of job supervision and the way in which the employer is living up to the work experience agreement. The student load carried by the instructor-coordinator is also a determining factor in the frequency of visits to the place of employment.

What Procedure Should Be Followed When a Student's Job Is Terminated?

Instructor-coordinators should make every effort to assist students in obtaining part-time employment that will continue throughout the training period. If for unforeseen reasons, the job ends during the training period the coordinator should assist the student in finding another employment station.

EVALUATING AND GRADING STUDENT

One of the instructor-coordinator's major responsibilities is evaluating the student's work both on the job and in related courses. The instructor-coordinator assigns the student's grades on the basis of his evaluations and those of the employer. Usually one grade is given for the work and another for the related training; but there is good argument for giving one grade based on competence and/or performance alone.

Evaluation should be made on a regular basis in cooperation with the students' employers. The instructor-coordinator may find that a rating sheet will help the employer make a more thorough evaluation. The instructor-coordinator should be certain the employer rates a students' skills in relation to those of other students rather than experienced workers. The student's job performance should be rated by the person most familiar with his work. The evaluation should be discussed with the student.

Points on Which Student's Work Should Be Evaluated

1. Dependability.
2. Cooperation.
3. Personal appearance.
4. Judgment.
5. Self-confidence.
6. Initiative.
7. Speed.
8. Accuracy.
9. Ability to learn.
10. Ability to get along with others.

How Often Is the Student's Work Evaluated?

A written evaluation of a student's progress should be made *at least* twice each quarter. Frequent evaluation is valuable because it gives the instructor-coordinator an opportunity to identify areas of needed improvement.

KEEPING AND MAINTAINING RECORDS

Complete and continuous records should be maintained of student job and class performance. These records will be based on reports made by employers, instructor-coordinators, and students.

Records That Should Be Kept

1. A record of the type of cooperative vocational education program in which each student is enrolled, where he is employed, and the type of job he holds.
2. The employer's report of the student's attendance and performance on the job.
3. The instructor-coordinator's report of his observations of the students.
4. The instructor-coordinator's report of his consultations with employers.
5. The instructor-coordinator's rating and grade for each student.

Also included in the records should be the name of the course, the amount of credit awarded, the total number of verified hours worked, and a brief explanation of the job performed. Both the instructor-coordinator's and employer's reports should include information on the student's attitudes, aptitudes, and work quality.

Maintaining records requires the use of survey forms, personal data forms, interview forms, contact cards, employer's reports, instructor-coordinator's reports, and evaluation forms. Samples of these forms are included in the **Appendices—G, H, I, J, and K.**

MAKING PREPARATIONS FOR THE COOPERATIVE VOCATIONAL EDUCATION PROGRAM OUTSIDE THE REGULAR COLLEGE YEAR

The duties and responsibilities of the instructor-coordinator may extend beyond the regular school year. During summer he may be involved in locating training stations, participating in preregistration, advising students, meeting with advisory committees, evaluating the program, and following up former students.

Two weeks at the end of the college year and two weeks before the start of the fall quarter may be adequate for carrying out these duties. However, if the instructor-coordinator must obtain training stations during the summer, it may be necessary for him to be employed for a 12-month year.

SECTION V

RESPONSIBILITIES OF THE EMPLOYER

RECOGNITION OF THE ROLE

An employer who enters into a written agreement involving a trainee automatically assumes a responsibility for the program. These responsibilities are delineated in the training agreement as follows:

1. Supervision of the trainee's work on the job.
2. Provision of necessary training for the job.
3. Provision of opportunity to learn tasks related to his employment.
4. Evaluation of his accomplishment.

Effective training requires a close relationship between employer, trainee and instructor-coordinator. It requires that the employer get to know the trainee and his abilities, interests, and attitudes. The degree of success the trainee experiences on his first job, the progress he makes on that job, and his desire to remain in the cooperative program, are the criteria for determining how well the team is functioning in matching jobs to trainees.

SUPERVISION AND TRAINING

Most managers feel that human relations, oral communication, supervision, organization and planning are best learned through on-the-job training. Primary responsibility for the supervision of the trainees' on-the-job performance rests with the person assigned to supervise the trainee. If the trainee is hired to do tasks he can already perform, the supervisor will be required to give minimal training. If the trainee must perform tasks with which he is not familiar, more time will be required for his orientation.

The supervisor should also explain the company organization, personnel and management policies, employee benefits and payroll deductions. Time utilized in this way helps make the student feel he has a place in the organization.

Trainees require assistance in adjusting to work patterns and learning job disciplines. Ideally, the employer-supervisor, often referred to as the sponsor, should conduct his relationship with trainees as follows:

Understanding

1. Their physical and mental growth.
2. Their learning ability and lack of judgment.
3. Their independence and insecurity.
4. Their conformity, and their individuality.

Teaching

1. Give clear and concise communication.
2. Assign jobs within their grasp.
3. Emphasize safe practices.
4. Answer all questions and explain mistakes.

Encouragement

1. Welcome trainees sincerely.
2. Give praise when it is deserved.
3. Encourage independence.
4. Share enthusiasm for the job.

Respect

1. Listen to trainee comments and suggestions.
2. Assign responsibility early.
3. Offer opportunities for additional training and education.
4. Recommend promotions when possible.

The employer should keep the instructor-coordinator informed concerning the trainee's performance and progress in mastering the job requirements. If extraordinary problems involving the trainee occur, the employer should contact the instructor-coordinator immediately. It is the responsibility of the employer to keep record of the trainee's attendance.

Procedures and Responsibilities for Trainee's Evaluation

The employer should work with the instructor-coordinator in evaluating the trainee's work. Evaluation is made on a systematic basis according to a schedule agreed on by both. The instructor-coordinator provides the employer with rating sheets. The employer or the trainee's immediate supervisor should be encouraged to make periodic informal evaluations.

SECTION VI

LEGAL RESPONSIBILITIES

STAY WITHIN THE LAW

Cooperative vocational education programs must conform with federal, state and local laws and regulations. The instructor-coordinator must understand the laws and regulations that pertain to the employment of student trainees. He should know where to find information on applicable legal matters and should maintain a file of these laws and their interpretations. Instructor-coordinators operating programs reimbursed from federal vocational education funds must be cognizant of the sections of the *State of Washington Plan for Vocational Education* which apply to their programs.

Employers must also be aware of their legal obligations to their trainee-employees. The following Washington State publications should be referred to employers considering implementation of the program:

References on Labor Legislation

Department of Labor and Industries, State of Washington, *Minimum Wage Laws*, 1967.

U.S. Dept. of Labor Wage and Hour and Public Contract Divisions, *Child Labor Provisions of the Fair Labor Standards Act*, January, 1969.

State of Washington, Department of Labor and Industries, *Industrial Insurance and Medical Aid Classification Manual*, Revised May 1, 1970.

State of Washington, Department of Labor and Industries, *Washington State Apprenticeship Program*, Publication by Washington State Apprentice Council.

State of Washington, Department of Labor and Industries, *Reference Manual relative to benefits under Workmen's Compensation and Medical Aid Acts.*

Federal, State and Local Labor Laws

Federal, state and local laws pertinent to cooperative vocational education programs govern age requirements, work permits and permits to employ, minimum wages and overtime pay, hours of work, compulsory school attendance, working conditions, hazardous occupations and social security.

Three federal statutes, the *Walsh-Healey Public Contracts Act*, the *Fair Labor Standards Act*, and the *Sugar Act of 1948* are designed to protect workers wherever the Federal government has jurisdiction. In the event that both State and Federal laws apply to a cooperative program assignment, the law setting the higher standards must be observed.

The *Fair Labor Standards Act* provides minimum wage and overtime standards, requires equal pay for equal work for men and women and contains child labor standards. The local or regional office of the *Wage and Hours and Public Contracts Division of the U.S. Department of Labor* furnishes up-to-date information on the act and assists in determining its application to the employment of trainees. The "Wage and Hour" Act applies to a large percentage of trainees in cooperative programs. Each employer is expected to know how the *Federal Wage and Hour Law* applies to his trainees. Because legislation of this nature is continually being re-interpreted and revised, it is advisable to maintain contact with local area representatives of the *Division of Labor Law Enforcement* and the *Division of Industrial Welfare of the Department of Industrial Relations of Washington State.* Also, representatives of the *U.S. Department of Labor* lend assistance in special areas.

Employers are expected to pay trainees at least the statutory minimum for their on-the-job training. Any deviation from this minimum, must conform to stringent regulations. Consult the *Fair Labor Standards Act.* Every state has a child labor law which applies to students in cooperative vocational education programs. It was revised in 1969, in the *Walsh-Healey Public Contracts Publication 1258, Bulletin 101.*

ACCIDENT AND INJURY INSURANCE

Trainees enrolled in cooperative programs must have adequate insurance protection against injury. Community colleges and participating businesses should seriously consider accident insurance, general liability insurance, and workmen's compensation insurance for their trainees. If colleges do not carry accident insurance, trainees should be urged to obtain such coverage. Liability insurance is a normal protective procedure against damage suits in community college districts. *Workmen's Compensation* protects the trainee who receives wages for his work in a cooperative program.

SUMMARY

A major responsibility of the instructor-coordinator is the communication of information to employers pertaining to the employment of trainees. The instructor-coordinator's expertise in employment measures, supervision and training is frequently requested and usually implemented by employers who are sincerely interested in a sophisticated college-employer relationship.

SECTION VII

INITIATION AND MAINTENANCE OF GOOD PUBLIC RELATIONS

COMMUNICATE

Good public relation requires good communcation. Many media are available through which the purposes, objectives, policies, procedures and pertinent information about cooperative vocational education can be directed to interested audiences.

WHO SHOULD TAKE THE RESPONSIBILITY FOR PUBLIC RELATIONS?

Establishing good public relations for a cooperative vocational program is primarily the responsibility of the college public information office. The instructor-coordinator plays a major role, however, in supplying the information office with information on the program and through his direct contacts with community people. Satisfied and successful trainees are, of course, the best advertisements for the cooperative program.

ENCOURAGE THE ADVISORY COMMITTEE TO BE PUBLIC RELATIONS CONSCIOUS

An advisory committee can contribute effectively to public relations by stimulating community interest and support for cooperative programs. Advisory committees can also correlate program efforts with those of other education-minded agencies such as local service clubs and chambers of commerce.

ENLIST THE SUPPORT OF CAMPUS YOUTH ORGANIZATIONS

Phi Beta Lambda, DECA (Distributive Education Clubs of America), Phi Chi Theta, Administrative Management Society and other related groups are oriented toward serving the career needs of their student members. Solicit their involvement in cooperative vocational activities. Their advisory committees, speakers' bureaus, luncheon clubs, field trips, visits to business and industry and surveys of job opportunities parallel the activities of the cooperative program. The directed energies of motivated youth groups provide strong public relations support for the cooperative team.

KEY PUBLIC RELATION AUDIENCES

Seek the cooperation of the public information office in implementing a *planned program of publicity* toward potential trainees. Its purpose should be to teach them about the program and give them a chance to enter a career about which they have some knowledge. Local papers, student presentations at high schools, classroom meetings, youth organization activities, brochures and bulletin boards will help reach these key audiences.

Involve the *faculty* by giving them frequent information about the cooperative program. Tell them what is known about trainee's outcomes, behavioral changes, educational growth and maturity. Give faculty credit for their contributions to the occupational adjustment of these students.

Your administrators like to know what is going on. They will appreciate your progress reports, invitations to observe a trainee's work station in operation, or a luncheon meeting with the employer-supervisor.

Don't overlook the opportunity to promote the program with local workers through their unions or in conjunction with employers of trainees. Show them how the program upgrades the reputation of their trade or occupation.

Personal contacts made by the instructor-coordinator with the *employer* are the most effective means of maintaining good relations. Printed materials and presentations to service club and trade association meetings are supportive. Ask if the organizations in which the employer is involved would welcome someone to explain the program at a luncheon meeting. Prepare a selling presentation which will entertain as well as inform your listeners.

Offering to speak before *community groups* furthers public relations. Cooperative programs are a "natural" but must be brought to their attention. Be sure your speaking efforts are coordinated with the college information office, particularly if it operates a speakers bureau.

Maintain a log of your public relations activities. File dated copies of each of your printed documents and comment on their effectiveness.

Here are some typical activities that can be conducted on behalf of the programs with the assistance of the college information office.

1. Local and college newspaper articles on cooperative programs and trainee success stories.
2. Flyers, brochures, and letters directed to students and employers.
3. Presentations by trainees and by instructor-coordinators before college groups, service clubs, faculty meetings, employer and employee groups.
4. Career clinics for potential trainees conducted by program trainees and employers.

5. Community college visits by employers. Faculty field trips to business and industry locations.
6. Exhibits of trainee work in the community college, the community, and at conventions.
7. Instructor-coordinator's contact with others who have concerns related to the cooperative program.
8. Radio and television appearances by cooperating employers and instructor-coordinators.
9. Seminars, short training sessions and workshops for people in business and industry.

SECTION VIII

EVALUATION OF A COOPERATIVE VOCATIONAL EDUCATION PROGRAM

THE 1968 VOCATIONAL EDUCATION AMENDMENT

The 1968 Vocational Educational Amendment requires that the State of Washington plan for continuous evaluation of State and local programs, services, and activities. Evaluation facilitates the efforts of the instructor-coordinator and the community college in meeting their goals and objectives.

COMMUNITY COLLEGE RESPONSIBILITY

The community college is responsible for developing evaluative tools and criteria for its own cooperative program. Such tools should describe and measure program characteristics and student outcomes.

FACTORS REQUIRING EVALUATION

1. Administrative leadership.
2. Program organization.
3. Program coverage.
4. curriculum.
5. Staff preparation and experience.
6. Supervision of instruction.
7. Adequacy of supplies, devices and materials.
8. Placement and follow-up of graduates.
9. Admission policies.
10. Extent of retraining services.
11. Comprehensiveness of service to all needing vocational education.
12. Effectiveness of occupational guidance and counseling.
13. Adequacy of budget.

SET EVALUATIVE CRITERIA

Section II of this manual presents the state-approved criteria for evaluation of a cooperative vocational program. It is recommended, however, that community colleges prepare more detailed evaluations to effectively adjust programs to meet community needs.

General Guidelines

1. State and local plans are required.
2. Costs of evaluations are reimbursable.
3. Evaluative criteria are based on program objectives.
4. Staff involvement in instrument construction is necessary.
5. Programs should be evaluated in terms of student outcomes, effectiveness on local employment conditions and operating practices.

Evaluate Outcomes

The following data should be considered in measuring results of cooperative programs.

1. Compare the number of students served by the program with manpower needs.
2. Document the occupations for which cooperative programs are available.
3. Follow up graduates to ascertain tenure, need for additional training, etc.
4. Survey the impact of the program in relation to reducing youth unemployment.
5. Survey the impact of the program in relation to reducing overall school dropouts.
6. Document facts on dropouts from the program and why.
7. Is the training in school providing the job performance agreed upon?
8. Contribute to and utilize the research of others in identifying needs and ideas for program improvement.

FORMULATE PLANS FOR RESEARCH

Improvement of cooperative vocational education is contingent upon well constructed state and local plans. Research provides the college wtih a factual basis for development of new programs, extension of existing programs and justification of expenditures.

STUDENT FOLLOW-UP SYSTEM

Community colleges should utilize some system of follow-up of graduates of the cooperative program.

ANNUAL EFFECTIVENESS REPORTS

Instructor-coordinators or their supervisors, at the request of the Board of Trustees, may be asked to submit annual reports.

UPDATING OPERATIONS

Research and evaluation will provide the community college with the basis on which to implement program improvements.

These should be carried out in conjunction with overall college plans and schedules for program improvement.

APPENDIX A

VOCATION EDUCATION AMENDMENTS OF 1968
COMPARATIVE ANALYSIS OF COOPERATIVE EDUCATION PROGRAMS

Part B	Part G	Part H
State Vocational Education Programs	Cooperative Vocational Education Programs	Work-Study Programs for Vocational Education Students
1. Money appropriated under Part B and allotted to the states may be expended for cooperative education programs.	1. Money appropriated under Part G and allotted to the States shall be expended for developing new programs of cooperative education.	1. Money appropriated under Part H and allotted to the States shall be expended for work-study programs.
2. Purpose * To provide on-the-job work experience related to the students course of study and chosen occupation.	2. Purpose * To provide on-the-job work experience related to the student's course of study and chosen occupation.	2. Purpose * To provide financial assistance to students who are in need of earnings from employment to commence or continue their vocational education program.
3. Students Served * Individuals who desire and need such education and training in all communities of the State.	3. Students Served * Individuals who desire and need such education and training in all communities of the State * Priority is given to areas of high rates of school dropouts and youth unemployment.	3. Students Served * Economically disadvantaged full-time vocational education students.

Part B	Part G	Part H
State Vocational Education Programs	Cooperative Vocational Education Programs	Work-Study Programs for Vocational Education Students
4. Uses of Funds * Program operation and ancillary services.	4. Uses of Funds * Programs operation and ancillary services * Reimbursement of added training cost to employers, when necessary * Payment for certain services or unusual costs to students while in cooperative training	4. Uses of Funds * Compensation of students employed * Development and administration of program
5. Federal Portion of Support * Based upon Statewide matching (50/50) for all basic grant vocational education programs. Application of State criteria for allocation of funds determines level of assistance	5. Federal Portion of Support * All or part (100%)	5. Federal Portion of Support * 80%
6. Instruction * In-school vocational instruction related to occupational field and training job	6. Instruction * In-school vocational instruction related to occupational field and training job	6. Instruction * In-school vocational instruction not necessarily related to the job.
7. Work Periods * Alternate half days, full days, weeks, or other periods of time. (Number of hours of work generally equal the number of hours spent in school)	7. Work Periods * Alternate half days, full days, weeks, or other periods of time. (Number of hours of work need not equal the number of hours spent in school)	7. Work Periods * Maximum of 15 hours per week while attending school

Part B	Part G	Part H
State Vocational Education Programs	Cooperative Vocational Education Programs	Work-Study Programs for Vocation Education Students
8. Wage Payments * Regular wages established for the occupational field * Usually at least minimum wage or student-learner rate established by Department of Labor * Wages paid by employer	8. Wage Payments * Regular wages established for the occupational field * Usually at least minimum wage or student-learner rate established by Department of Labor * Wages paid by employer	8. Wage Payments * $45 per month, $350 per aca demic year or in certain ca $60 per month, $500 per academic year * Public funds are used for compensation
9. Age Limitations * Minimum age 14 as per Child Labor Laws	9. Age Limitations * Minimum age 14 as per Child Labor Laws	9. Age Limitations * 15 through 20 years of age
10. Eligible Employers * Public or Private	10. Eligible Employers * Public or Private	10. Eligible Employers * Limited to public, non-prof employers
11. Administration * Administered by the State or Local educational agencies under supervision of the State Board for Vocational Education in accordance with State Plan provisions	11. Administration * Administered by the State or Local educational agencies under supervision of the State Board for Vocational Education in accordance with State Plan provisions	11. Administration * Administered by the State c cal educational agencies ur supervision of the State Bc for Vocational Education i accordance with State Plan provisions

Work Experience Education
Development Branch
DVTE/BAVLP/USOE
6/69

APPENDIX B

FEASIBILITY STUDIES AND SURVEYS

SAMPLE I

COMMUNITY SURVEY
COOPERATIVE VOCATIONAL EDUCATION PROGRAM

_____ Community College is considering beginning a COOPERATIVE VOCATIONAL EDUCATION PROGRAM in which students are placed part time in business or industrial establishments for job training, for which they receive college credit. Your answers to the following questions will help the college to determine the need for such a program in_____and surrounding areas. All information will be held in strict confidence.

Name of firm_____Telephone_____

Address_____

Type of business_____Business Hours_____

Name of person completing questionnaire_____Position_____

1. Approximately how many college students does your firm now employ?

   Male_____ Female_____

2. Approximately how many full-time employees does your firm employ?

   Male_____ Female_____

3. What is the union status of your firm's employees? (Check the one that applies)

   Nonunion ( ) Voluntary union ( ) Compulsory union ( )

4. Are temporary workers employed by your firm during any of the following times? (Check those that apply)

   Christmas ( ) Summer ( ) Weekends ( ) Other times ( )

5. What are your sources for the recruitment of new employees? (Check those that apply)

High school placement service	( )
College placement service	( )
Employment agencies	( )
Voluntary applications	( )
Other (specify)	( ) _____

6. Which of the following are characteristic of your beginning, inexperienced employees? (Check those that apply.)

Ability to express themselves well	( )
Ability to spell correctly	( )
Good knowledge of business mathematics	( )
Initiative	( )
Responsibility and punctuality	( )
Ability to follow directions	( )
Ability to meet the public	( )
Ability to get along with fellow workers	( )

7. Do you think a program designed to give students on-the-job training would be of value to the following? (Check those that apply.)

Your city students:	Yes ( )	No ( )	Undecided ( )
Your city employers:	Yes ( )	No ( )	Undecided ( )
The whole community:	Yes ( )	No ( )	Undecided ( )

8. Would your firm be interested in cooperating with the college in providing on-the-job training for interested and capable students? (Check those that apply.)

Interested	( )	Undecided	( )
Want more information	( )	Not interested	( )

SAMPLE II

SURVEY OF JOB OPPORTUNITIES

Kind of Business_____ Date_____

Name of Firm_____ Address_____

Person Contacted_____ Phone_____

1. How many full-time employees do you have?_____ Part-time?_____

2. Please list the job categories you use and the number of employees in each.

   a. _____ Full-time_____ Part-time_____

   b. _____ Full-time_____ Part-time_____

   c. _____ Full-time_____ Part-time_____

   d. _____ Full-time_____ Part-time_____

   e. _____ Full-time_____ Part-time_____

3. How many replacements do you estimate you will need in the next year?_____

   in which categories?_____

   _____

4. How many students do you presently employ?_____

5. If none, have you ever employed students? Yes_____ No_____

6. Would you be interested in learning more about a program designed to train employees for your type of business Yes_____ No_____

7. Would you be interested in learning more about the availability of training for your present employees? Yes_____ No_____

APPENDIX C

EMPLOYER SOLICITATION LETTERS

This is the initial letter sent to all cooperating employers by the college president or the Dean of Occupational Education.

SAMPLE I

_____
Date

_____

_____

_____

Dear Sir:

In recent years, there has been increased recognition by businessmen and educators alike of the desirability of introducing students to the business and industrial world through planned and supervised cooperative vocational experience while these people are still enrolled in college. It has been proved that the success or failure of beginning workers does not depend on the degree of skill proficiency as much as it does on the intangible traits of "getting along," and developing business-like attitudes.

Beginning in the 19_-19_ school year,_____Community College is initiating a Cooperative Vocational Education Program specifically designed for the general clerical and secretarial majors of sophomore standing. In this program, a qualified student will be placed on the job for a minimum of fifteen hours a week in addition to being regularly enrolled at the college. A number of highly skilled and capable students have already expressed interest in this program and are eager to be placed at work stations in the community. This is where your assistance is needed--can you use a well-trained clerical or secretarial worker for from three to four hours a day in your office?

You, the participating employer, will also reap benefits from this cooperative program. Specifically, you:

*Participate in the training of potential full-time employees at low cost
*Have assistance of college instructor-coordinators in ironing out student-worker problems
*May find your business office functions will with a part-time worker only
*Encourage young people to honest, productive endeavor which benefits society
*Encourage young people to remain in community--improving market potentials
*Solidify business-school relations, serving general community interest

A program with so many benefits to both students and businessmen should not be overlooked. If you are interested in providing a work station for one or more clerical, stenographic, or secretarial student-employees, please indicate your interest on the enclosed postage-paid card and return to the college. Instructor-Coordinator, Secretarial Science Programs, will contact you to make the necessary arrangements.

Sincerely yours,

(President of the College)

Enclosure

SAMPLE II

This letter is sent to all persons returning the card saying "yes".

_____
Date

_____

_____

_____

Dear

Thank you for indicating your interest to participate in the _____ Community College Cooperative Vocational Education Program.

The program is scheduled to begin in the school year 1970-71 so I will be personally calling on you during the month of August to settle last-minute details.

Meantime, the following summary of the Secretarial Cooperative Vocational Education Program may serve to clarify questions you may have.

WHO ARE THE STUDENT-WORKERS?

Those who will participate are_____Community College students who are majoring in Secretarial Science, and who have completed the necessary courses for entry into jobs relating to their occupational goals.

WHAT ARE THE COLLEGE REQUIREMENTS?

The secretarial cooperative work-experience student must:

1. Be enrolled in school minimum number of hours in compliance with established curriculum.
2. Be regularly attending the college.
3. Work on the job-training station as arranged with employer and instructor-coordinator.
4. Complete the prerequisite courses prior to acceptance for on-the job training with passing grades of C or better.
5. Complete courses of study needed to qualify for graduation.

Name
Page 2
Date

WHAT ARE THE FUNCTIONS OF THE EMPLOYER?

The employer:

1. Develops the work station at which the student works.
2. Selects the student he employs.
3. Provides the student with at least 15 hours of work per week.
4. Helps in the training process.
5. Pays minimum wages.
6. Assists the instructor-coordinator in evaluating the progress of the student-worker.

WHAT ARE THE FUNCTION OF THE INSTRUCTOR-COORDINATOR?

The instructor-coordinator:

1. Works with the businessman in setting up a training schedule so that the student may work in various phases of his selected occupation.
2. Supervises the student on the job, making periodic visits to observe the trainee and to consult with both the employer and the trainee.
3. Individualizes instruction in school so that the student will be prepared for the new tasks to be learned on the job.
4. Learns and studies new business practices and technological developments in order to interpret their relationship to the business curriculum.

I am pleased that you are willing to participate in this cooperative endeavor.

Sincerely yours,

Instructor-Coordinator

APPENDIX D

INSTRUCTOR-COORDINATOR CALL REPORTS

SAMPLE I

INSTRUCTOR-COORDINATOR'S CALL REPORT

Coordinator_____ Date & Hour of Call_____

Name of Business_____

Address_____ Telephone_____

Name of Person Interviewed_____ Title_____

Best Time to Call_____ Appointment Necessary?_____
Hour Day

Date of Next Call_____ For purpose of_____

_____

_____

Column I
(For initial calls on prospective employers.)

How many trainees could be used_____
How many trainees wanted_____
How many to be interviewed_____

Appointment dates for students:

_____
_____
_____
_____

Who should students talk to:_____
_____

Names of students suggested:

_____
_____
_____
_____

Tone of interview: (Check one)
Pleasant_____
Unpleasant_____
Brush-off_____

Employer's comments on S.S. program

_____
_____
_____

Employment problems mentioned by manager:_____
_____

Follow-up required (Questions to answer, information or names to forward, etc.)_____
_____

Personal Data and Comments:

Column II
(For calls on cooperating employers.)

Names of trainees discussed_____
_____
_____

Trainees' strong points:_____
_____
_____
_____
_____

Trainees' weak points:_____
_____
_____
_____
_____
_____

Action to be taken and by whom:
_____
_____
_____
_____

Type of follow-up:
Personal_____
Phone_____
None_____
When_____

Further comments:

SAMPLE II

INSTRUCTOR-COORDINATOR'S CALL REPORT

To be used in interviews with employers, parents, teachers, and others.

Student's Name_____

Training Agency_____

Date_____

Person Interviewed_____

Comments on student:_____

___ _____

_____

_____

_____

_____

_____

Suggestions:_____

_____

_____

_____

_____

_____

_____

_____

_____

Time spent on interview_____

APPENDIX E

TRAINING PROFILES

SAMPLE I

TRAINING OUTLINE
19__19__

For_____While training in_____

At_____Under supervision of_____

Training Plan	Approx. Time Schedule in Wks.

Approved by: Date_____

_____
Employer

_____
Coordinator

Time in training

_____to_____

SAMPLE II

INDIVIDUAL TRAINING GUIDE

STUDENT _____ CAREER OBJECTIVE _____

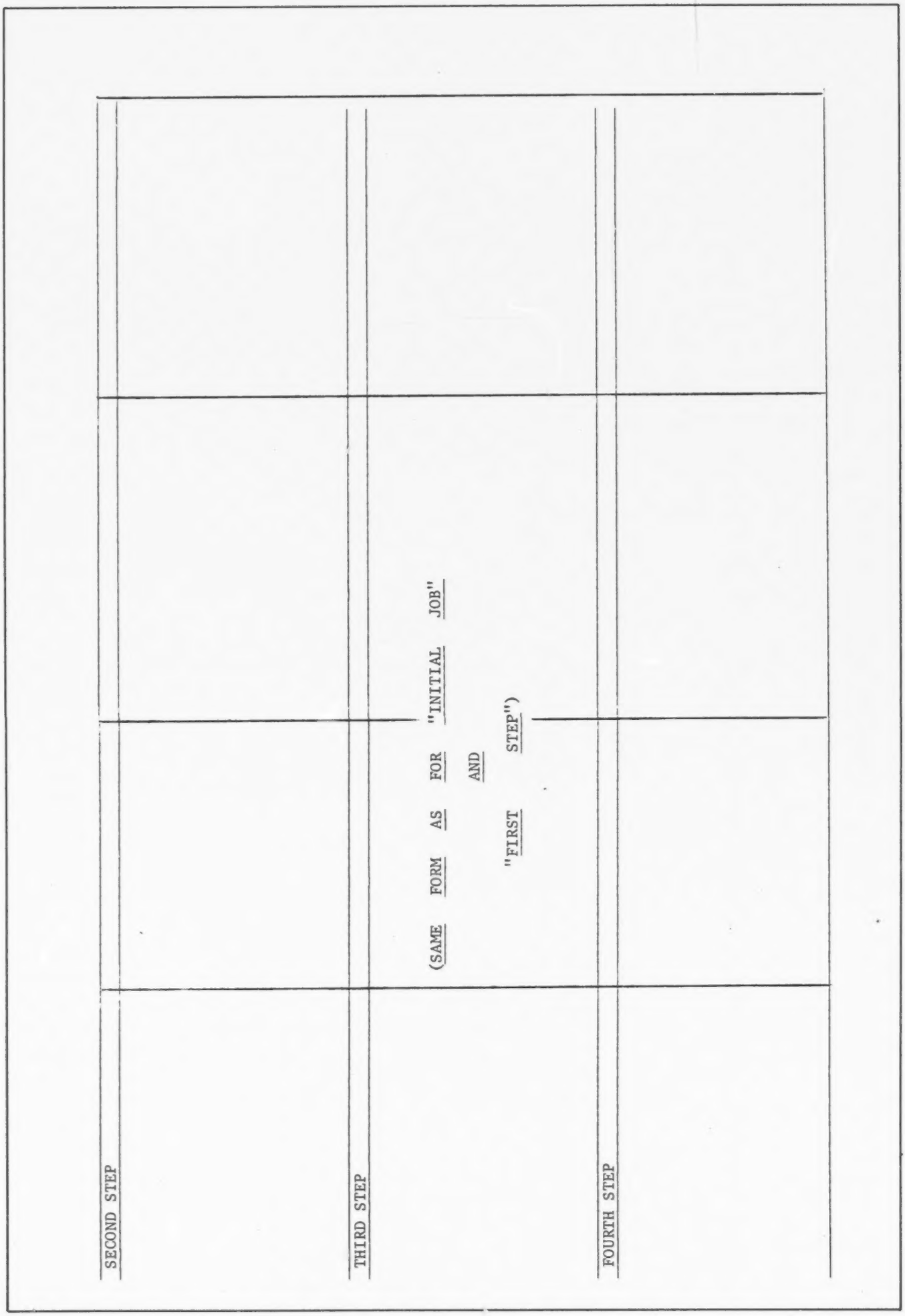
EMPLOYER _____ SPONSOR _____ FIRM _____

G/Good
A/Average
P/Poor

Instruction Begun _____
Instruction Completed _____

Sponsor's Judgment of Student's Progress			Coordinator's Classroom Instruction Checklist	
Job Duties and Experiences	Attitudes and Characteristics		Group	Individual
INITIAL JOB	Date of Conference			
1.	1.		1.	1.
			2.	2.
2.	2.		3.	3.
			4.	4.
3.	3.		5.	5.
			6.	6.
4.	4.		7.	7.
			8.	8.
5.	5.		9.	9.
			10.	10.
6.	6.		11.	11.
			12.	12.
FIRST STEP	Date of Conference		Group	Individual
1.	1.		1.	1.
			2.	2.
2.	2.		3.	3.
			4.	4.
3.	3.		5.	5.
			6.	6.
4.	4.		7.	7.
			8.	8.
5.	5.		9.	9.
			10.	10.
6.	6.		11.	11.
			12.	12.

SAMPLE II (Continued)



APPENDIX F

TRAINING AGREEMENTS

SAMPLE I

COOPERATIVE AGREEMENT FOR TRAINING

19__-19__

The _____ agrees to have _____
Training Agency Student

to enter its establishment for the purpose of gaining practical knowledge

and experience in the occupation of _____ from _____
Beginning Date

to _____. This training will be in accordance with the general
Closing Date

training outline and the following conditions:

1. The student, while in training, shall be deemed a trainee and shall progress from job to job in order to gain experience. The time schedule, as indicated in the training outline, shall be followed as closely as possible. Safety instruction shall also be included on the training outline.

2. The training agency will provide not less than fifteen hours per week of training which will be primarily accomplished during the school day hours.

3. The college will provide instruction in the technical and related subjects for a minimum of one regular class period per week.

4. A wage comparable to the training status of the trainee will be paid by the training agency.

5. The trainee will adhere to all rules and regulations of the training agency, and make every effort to report for work promptly. In the event of illness or emergency, the trainee must notify the employer and the instructor-coordinator immediately.

6. If for any reason it is necessary to terminate a student, a conference between the employer, student and instructor-coordinator must be held prior to notification of termination.

7. The employer agrees not to hire the student trainee on a full-time basis during the period of this agreement except by permission of school officials.

Employer _____

Coordinator _____

Student _____

SAMPLE II

TRAINING STATEMENT

for the

Cooperative Education Program

of

Mid-Management

The major purpose of the work experience portion of the Mid-Management program is to provide a valuable work experience that is coupled with the training provided by_____. Greater educational opportunities can be given the student if there is an established understanding as to the objectives and responsibilities of the student or trainee, the school and the employer. Listed below are general statements that may be considered agreeable by all parties. Space is provided to add specific statements that would aid in the education of the individual student involved. Inserts in this section may be made by the student, the school, or the employer and must be agreeable to all three parties. This statement constitutes a meeting of the minds only, and any part or all of it may be terminated at the desire of any of the parties involved.

GENERAL PROVISIONS

1. The student enters this program to learn as much as the employer can provide in the nature of job information, skills and attitudes.

2. The employer is asked to inform other employees of their important role in assisting in the training of the trainee and of the school's request for their cooperation.

3. The trainee will keep regular attendance both at school and on the job.

4. Pay and hours are to be determined by the employer. The minimum wage applies as is required by the State Department of Labor and Industry.

5. The student shall not replace any regular employee.

6. The trainee is expected to be honest, punctual, cooperative, courteous, and willing to learn.

7. The trainee should average a minimum of 15 hours of work per week including Saturdays, Sundays, and holidays. This average is spread over the full school quarter of eleven weeks. The employer is urged to provide the trainee at least the minimum of 15 hours per week.

8. The school provides a coordinator to counsel the student on the job. He will make periodic visits to observe the trainee and consult with the employer and trainee. School credit is granted for successful job performance. Evaluation of the job performance will be a joint effort of the employer and the coordinator.

SAMPLE II (Continued)

Training Statement

Specific Provisions

Listed below are specific statements of goals or objectives that would be of aid in the training and education of the student. The student, the school, or the employer may list a specific provision; however, all parties must agree to it. The educational requirements of each student shall be determined on an independent basis.

Goal or Objective to be learned	Steps in Learning

Student's Signature _____ Date _____

Instructor's Signature _____ Date _____

Employer's Signature _____ Date _____

Position _____ Company _____

APPENDIX G

SUPERVISED OCCUPATIONAL TRAINING REPORT

This form is completed by the students as requested.

SAMPLE I

SUPERVISED OCCUPATIONAL TRAINING REPORT

STUDENT_____for bi-weekly period ending_____,19____

NAME OF EMPLOYER_____

ADDRESS OF EMPLOYER_____

WORK EXPERIENCE*

Breakdown of Jobs Performed(Type of work done--)	Approx. no. of hours on each job
Total number of hours worked	

New experience this month:

_____

_____

_____

_____

Experience or skills I would like to gain:

_____

_____

_____

_____

Time absent from duty: Days___Hrs.___

Reason for absences:_____

_____

Total wages for reporting period$____

Number of personal conferences with Supervisor and/or Manager and Trainee

_____

Submitted by:_____
(Trainee)

Verified by:_____
(Employer)

Comments:_____

*This report is to be completed and mailed on the 1st and 15th of each month by the student trainee, to:

SAMPLE II

STUDENT'S WEEKLY PRODUCTION RECORD

Week of_____to_____

Name of Student_____Where Working_____

Day	DEPARTMENT	JOBS PERFORMED	HOURS WORKED
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			

Summary of week's work:

What problems came up on which you would like help or class discussion?_____

What new jobs or procedures did you learn this week?_____

What mistakes did you make? How did you handle the situation?_____

Describe the most interesting experience you had this week._____

APPENDIX H

STUDENT INFORMATION

SAMPLE I

STUDENT INFORMATION FORM

Name_____ Date_____

Home Address_____

Career Objective_____

Indicate which of the following mid-management courses you are taking this quarter by an X.

Course #	Course	Check
	Seminar (indicate which one 1st, 2nd, 3rd etc.).	
282	Marketing.	
281	Advertising.	
183	Personal Finance.	
121	Data Processing.	
182	Creative Salesmanship.	
107	Business Mathematics.	
105	Business Communications.	
206	Business Law.	
293	Retailing and Merchandising.	
174	Principles of Accounting.	
283	Principles of Management.	
101	Introduction to Business.	
111	Survey of Economics.	
	Other_____	

Name of training station_____

If a chain operation indicate,: Sam's Service (Shell Oil), Guffy's Drugs (Rexall)

What kind of a business is this?_____

Average number of hours worked each week_____

Average wage per hour or per week_____

Indicate your present on-the-job assignment in which you spend the most time this quarter by placing an X in the appropriate space:

_____	(E) Entry job--stock Work, etc.	_____	(A) Advertising
_____	(S) Sales work--on the floor or direct sales	_____	(C) Control--fiancial
_____	(I) Inventory	_____	(P) Personnel work
_____	(B) Buying	_____	(J) Junior Executive
_____	(D) Display	_____	(M) Management
		_____	(T) Technical
		_____	(O) Other

Address of training station_____

Name of supervisor_____

Business phone_____

Home phone_____

These cards are taken to the interview by the student.

SAMPLE II

COOPERATIVE VOCATIONAL EDUCATION PROGRAM OF_____

INTRODUCTION CARD

Mr._____

Company_____Address_____

This will introduce_____who is applying for

the position of trainee for_____

Date_____ _____

Instructor-Coordinator

IDENTIFICATION CARD

_____(Type Trainee's name here)_____

whose signature appears below is a member of the Trades and Industry Cooperative Vocational Education Program.

_____

Social Security Number

_____

Date

_____

Student signature

_____

Instructor-Coordinator signature

APPENDIX I

STUDENT PROGRESS REPORTS

SAMPLE I

Student Evaluation Form
First Progress Report

Trainee's Name_____Company_____

Department_____Supervisor_____

1. DEPENDABILITY: Is the student regular, on time, and careful to notify in advance when unavoidably absent?

   Very reliable ( ) Usually reliable ( ) Unreliable ( )
   Comments:_____

2. COOPERATION: Does the student keep the rules, follow instructions, and exhibit an attitude of helpfulness?

   Very cooperative ( ) Generally cooperative ( ) Uncooperative ( )
   Comments:_____

3. APPEARANCE: Does the student dress neatly and appropriately for the position?

   Very neat and appropriate ( ) Generally satisfactory ( ) Unsatisfactory ( )
   Comments:_____

4. PUBLIC RELATIONS: Does the student meet people well, establish good personal relations, and create good public relations for the company?

   Very satisfactory ( ) Moderately satisfactory ( ) Very poor ( )
   Comments:_____

5. INTEREST IN LEARNING: Does the student make the most of the learning opportunities available in this situation?

   Very interested ( ) Moderately interested ( ) Not interested ( )
   Comments:_____

6. ABILITY TO LEARN: Does the student evidence ability to learn this kind of work?

   Very quick to learn ( ) Learns readily ( ) Rather slow ( ) Very slow ( )
   Comments:_____

7. INITIATIVE: Does the student exhibit initiative? Does he do his work without being told?

   Above average initiative ( ) Occasional initiative ( ) Needs constant direction ( )
   Comments:_____

8. ACCURACY: Is the student accurate in his work? Does he take care in checking his work before submission?

   Very few errors ( ) Occasional errors ( ) Often careless ( ) Very careless ( )
   Comments:_____

SAMPLE I

First Progress Report
Page 2

9. SPEED: Does the student do her work with reasonable speed?

   Very fast ( ) Moderate ( ) Slow ( ) Very slow ( )
   Comments:_____

10. SELF-CONFIDENCE: Is student self-conscious or self-possessed?

    Extremely self-conscious ( ) Self-conscious ( ) At ease ( ) Over confident ( ) Conceited ( )
    Comments:_____

11. How can the school help this person become a better employee?_____

    _____

    _____

12. What do you like about her most?_____

    _____

13. What are her special weaknesses?_____

    _____

14. Have you discussed this employee's progress with her? Yes____ No____

15. What grade would you assign to this student's work so far?

    (A) Excellent (B) Good (C) Fair (D) Improvement needed

16. What comments would you like to make about the program, your company's participation, needed improvements, etc.?_____

    _____

    _____

    _____

SAMPLE II

Student Evaluation
Third Progress Report

Trainee's Name_____ Company_____

Department_____ Supervisor_____

Your constructive criticism enables us to provide better instructional training. Please check the following traits as (0) Unsatisfactory, (1) Poor, (2) Good,(3) Excellent.

PERSONAL TRAITS					SKILL PERFORMANCE				
Grooming	0	1	2	3	Typing	0	1	2	3
Suitability of dress	0	1	2	3	Shorthand	0	1	2	3
Personal hygiene	0	1	2	3	Transcription	0	1	2	3
Deportment	0	1	2	3	Filing	0	1	2	3
Speech	0	1	2	3	Grammar	0	1	2	3
Interest in work	0	1	2	3	Mathematics	0	1	2	3
Co-operation	0	1	2	3	Spelling	0	1	2	3
Initiative	0	1	2	3	Punctuation and capitalization	0	1	2	3
Adaptability	0	1	2	3					
Ambition	0	1	2	3	Proofreading	0	1	2	3
Tact	0	1	2	3	Office Machines	0	1	2	3
Dependability	0	1	2	3					
Self-confidence	0	1	2	3					

ABILITY TO					BUSINESS TECHNIQUES				
Follow directions	0	1	2	3	Use of telephone	0	1	2	3
Take criticism	0	1	2	3	Use of sources of information	0	1	2	3
Understand instructions	0	1	2	3					
Attend to details	0	1	2	3	Office House-keeping	0	1	2	3
Keep on the job	0	1	2	3	Meeting people	0	1	2	3
					Use of supplies	0	1	2	3

Do you wish trainee to see this report? Yes_____ No_____

General rating of student:

(A) Excellent (B) Good (C) Fair (D) Unsatisfactory

Please list any points that should be emphasized in training of student worker to strengthen his position as an employee.

1. _____

2. _____

_____ _____

Date (Employer's Signature)

APPENDIX J

EVALUATION FORMS

This form to be used by the Employer.

Student_____ Employer_____

Instructions: Place a check mark under the words that best describe the student-trainee for each characteristic.

	Exceptional	Above Average	Average	Below Average	Poor
1. Personal Habits: Appearance, Choice of language, Considerate of others.					
2. Conduct: Courteous, Businesslike, Well-mannered, Does not interfere with others.					
3. Dependability: Always on the job, Gets along well with people. Good initiative, Interested in work, Punctual					
4. Accepts Instruction: Eager to learn, Follows instructions, Asks questions when needful.					
5. Workmanship: Accuracy, Attention to details, Safety conscious.					
6. Skills: Learning the skills for the chosen occupation.					
7. Overall Improvement: Think of the 9 weeks in total when considering improvement.					

Comments:

_____
Employer's Signature

This form can be used as seems appropriate.

SAMPLE II

EMPLOYER'S EVALUATION OF PERSONALITY PERFORMANCES
(to be filled out by the employer)

RELATIONS WITH OTHERS

____ Exceptionally well accepted

____ Works well with others

____ Gets along satisfactorily

____ Has some difficulty working with others

____ Works very poorly with others

ATTITUDE--APPLICATION TO WORK

____ Outstanding in enthusiasm

____ Very interested and industrious

____ Average in diligence and interest

____ Somewhat indifferent

____ Definitely not interested

JUDGMENT

____ Exceptionally mature

____ Above average in making decisions

____ Usually makes the right decision

____ Often uses poor judgment

____ Consistently uses bad judgment

DEPENDABILITY

____ Completely dependable

____ Above average in dependability

____ Usually dependable

____ Sometimes neglectful or careless

____ Unreliable

ABILITY TO LEARN

____ Learns very quickly

____ Learns rapidly

____ Average in learning

____ Rather slow to learn

____ Very slow to learn

QUALITY OF WORK

____ Excellent

____ Very good

____ Average

____ Below Average

____ Very poor

	Reg.	Irreg.		Reg.	Irreg.
ATTENDANCE:	___	____	PUNCTUALITY:	____	_____

	Excellent	Very good	Average	Marginal	Poor
OVERALL RATING:	_____	_____	_____	_____	____

COMMENTS (over if necessary)_____

_____

_____

_____

(Signed)_____

(Company Representative)

This report has been discussed with the employee Yes___ No___

APPENDIX K

FOLLOW-UP

Maintaining close contact with former trainees of the cooperative Vocational Education program pays dividends.

SAMPLE I

Dear

We like to keep in contact with former trainees to know what they are doing, to help them in any way possible, and to get their suggestions for improving our cooperative training program. May we ask your assistance?

In order that college records may be kept up to date, please fill in each blank on the enclosed sheet and mail it promptly. The information you send will be kept confidential, and will aid in planning future programs. We shall appreciate your cooperation.

Sincerely yours,

Instructor-Coordinator

SAMPLE II

COOPERATIVE VOCATIONAL EDUCATION PROGRAM

FOLLOW-UP

Date_____

Name_____Name in school records_____

Present address_____

Present employer_____

Present type of work_____

Other employment since completing the cooperative work experience education program:

Job Title	Name of Company	Months Employed

Are you presently enrolled in:

College 4 Yr ( ) College 2 Yr. ( ) Voc-Tech ( ) Other ( )

Are you employed in the occupation for which you were trained?

Yes, full time ( ) Part time ( ) Related, full time ( ) No ( )

Did you seek employment in the occupation for which you trained? Yes ( ) No ( )

Do you believe you were hired because of your training? Yes ( ) No ( )

Do you feel your training was important to your job success? Yes ( ) No ( )

Were you hired by the firm where you did your cooperative training? Yes ( ) No ( )

What was your salary after training?

Beginning: Below $300 ( ) $300-400 ( ) $400-500 ( ) $500-600 ( )

Present
Salary: Below $300 ( ) $300-400 ( ) $400-500 ( ) $500-600 ( )

What topics covered in cooperative training was most beneficial to you?_____

What jobs were you asked to perform which you could not do?_____

_____

How has the training helped you, either in business or personal use?_____

_____